DOCUMENT RESUME

ED 114 737 88 CG 010 197

TITLE Discipline: Parent Handbook. Mehlville School District, ESEA Title III, PACE Program.
INSTITUTION Mehlville R-9 School District, St. Louis, Mo.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C.
NOTE 37p.; For related documents, see CG 010 198-202

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Behavior Change; Conflict; *Democratic Values; *Discipline; Guides; Observation; *Parent Child Relationship; Parent Responsibility; *Problem Solving; Rating Scales; Reinforcement
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; PACE; *Projects to Advance Creativity in Education

ABSTRACT

This handbook discusses the various aspects of discipline (defined as the teaching of a child to behave in ways that the parent considers desirable and avoid behaving in ways the parent considers undesirable). The guide discusses the Adlerian approach to disciplining children, which stresses democracy in the family on the basis of the equality of individuals. The Adlerian approach uses natural and logical consequences as a discipline for the child, rather than the power of the parent; encouragement of the child is also important along with parental action. To understand better how parents discipline their children and what kind of behaviors are disciplined, several suggestions are made for observing and analyzing specific parent-child interactions. Mutual problem solving, a method by which both parent and child can solve their conflicts by finding solutions acceptable to both, is recommended for parents. The handbook has an appendix about behavior modification, with behavior charts and rating scales. (Author/SE)

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PARENT HANDBOOK
DISCIPLINE

TITLE III, ESEA

MEHLVILLE SCHOOL DISTRICT

NAME _____

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Discipline

Discipline of a child means to teach him to be a disciple of us, his parents. Discipline is the setting of limits with or for a child.

In general, discipline means the teaching of a child to behave in ways that the parent considers desirable and avoid behaving in ways he considers undesirable. Therefore, discipline is a teaching and learning process.

All parents try, perhaps without realizing it, to teach their children desirable types of behavior and to avoid the use of undesirable types of behavior. In some families one parent decides which behaviors are decision made by the parents and children.

In summary, discipline, in its purest form, is a teaching process on the part of the parents and a learning process on the part of the child. The problem with discipline is which method or approach will you use in the teaching process.

what is discipline?

If you ask parents, "What is discipline?" you'll get a variety of answers. "It's making a child behave," some will say. Or, "It's teaching a child how to act." or "It's making him learn obedience." Or more specifically, "It's punishing Jack if he doesn't do what I tell him to, when I tell him to."

Their words seem to imply that children need to be punished in order to learn, and that they will learn only when something unpleasant happens to them.

Yet, if we look more closely, we see that youngsters often learn best without being taught directly. They get their clues from the behavior of those who care for them. Even a small child knows when you are pleased with him, and when you are not. He knows this by the look on your face and the tone of your voice, by the way you help him with his sweater, or put his plate down in front of him.

Children of all ages give up many things they want to do or have, in order to win and keep their parents' approval. They do this without knowing it themselves. They learn what to do and what not to do from the very love their parents give them.

Parents seldom recognize how much of this adjustment goes on quietly every day, and how a child's pleasant feeling of being accepted and approved smooths the way for his learning.

In order to learn, a child needs, first, the freedom to grow, to find out for himself, to become independent. For this he needs encouragement from those around him. They must look at him as himself, and be sensitive to what he is ready for; they must see that he has a chance to explore his physical world and experiment with many kinds of activity at his own pace. He can do this even in crowded quarters, with other children in and out of the place, although this isn't easy. His parents can also help him by talking with him - and having him talk to them - about what he sees and does. For exploring goes on in ideas as well as activities. Here is where parents and children can often grow, together.

And second, he needs contrc He needs to know that there are limits to what he can do, and must understand to some degree why limits are necessary. For this, too, he needs his parents' help, even though he may often resist the help at the time.

With encouragement and direction, children can accept the standards parents have for them and gradually take over these standards as their own. This is how children learn to develop self-control.

And so, in time, discipline becomes self-discipline.

why discipline?

If you ask parents, "Why must we have discipline?" the answers will probably run like this: "Because the children get out of hand if you don't." "They upset everything in the house and don't learn anything." "If the kids behave badly, people get mad at them - and at us. They say we don't know how to bring them up properly." "Children who aren't disciplined at home make it hard for a teacher to do his job. They try to see just how much they can get away with." "Children have to learn early that they can't always have their own way. Otherwise they won't be able to get along in the world later on."

But discipline has other and deeper meanings. We want children to learn to think and act for themselves. A child needs to learn what he can do safely and what he can't, how to respect other people and gain their respect, and how to use his endless energies in constructive and satisfying ways.

Eventually, he has to learn to give up some of his impulsive, childish ways for more grown-up behavior. For only through self-discipline will he be able to get along with himself and with others and do his best in life.

But at first control must come from the outside, from his parents. A child needs this control, not simply for the convenience of adults but for his own sake. He is unhappy with a parent who admits, "I just can't do anything with Jimmy." He feels uncomfortable when he knows he is "getting away with something," or is given too much freedom, for children are often afraid of their own aggressive and destructive feelings. They need the security of knowing that until they learn control themselves, their parents will try to protect them from harming people or property.

Whether they are three of eight of fifteen, children feel better when they know the standards their parents are setting for them and can count on their parents to help them live up to these standards.

how to discipline?

There is no set formula for parents to follow in helping a child learn through discipline. More important than any rule is the atmosphere in the home - a way of living in which children and parents become a close-knit group, working things out together with friendliness and good feeling, even though there may be moments of bickering, irritation and anger. In such families, both parents and children know that there will be ups and downs, difficult times and rewarding ones. With this point of view, parents can find their own way and their own answers for themselves and their children.

But there are some basic ideas to guide them. First and foremost is the idea that parents are likely to succeed best if their attitude is that of friend and helper, rather than that of dictator or punisher. For children need love and approval as much as they need food and clothing and shelter.

The word love is used freely and often much too glibly by many people. Love, as it is used here, means the flow of deep feeling for another human being, of appreciation and affection and concern.

A parent's love for his children may vary somewhat from stage to stage. Some people find infants irresistibly appealing even before they have any of their own. Others develop love for their children more slowly, as they get to know them and feel comfortable in taking care of them. Still others find that they love and accept their children best when they grow out of their babyhood and begin to be reasonable and reasoning youngsters with whom one can talk and exchange ideas.

At the same time, when parents are honest, they will often admit that they find some of their own children more or less appealing than others, regardless of their age or stage of development. These feelings seem to be determined by subtle matters of a child's physical appearance, his sex, his temperament or his tempo. Sometimes his characteristics may resemble those of a relative or friend whom a parent particularly likes or dislikes. Whatever the underlying reasons, it is important that a parent face the facts of his feelings for a particular child honestly. All relationships may not be equally satisfactory. This is a fact of family life that is inevitable and that one must accept.

For most, love seems to develop out of the close physical contact all children need in their earliest years, a closeness that means much to both parent and child. But the adult's love of the child is more than physical closeness; it is tenderness and consideration and constant readiness to stand by with comforting words.

The more a child feels loved and appreciated for <u>himself</u>, the more readily will he accept reasonable limits. He may not give in easily; there may be tears and wails, but in the long run he will better accept a "no" if he is sure that, in spite of it, you are on his side and want to help him. On the other hand, a child is likely to balk at a request, no matter how reasonable it may be, if he feels that the person who makes it is critical or not really interested.

Of course, children are bound to do some things of which their parents, for good reasons, disapprove. When this happens, children have to be helped to understand that what they are doing - or have done - is not acceptable. For this is how they learn.

Often they already understand better than you think. A stony silence and tight lips may mean more than any spoken words. And so it is better for parents not to hide their feelings. You won't want to explode or burden your child by talking about every little annoyance. But on important issues, you'll help him know where he stands if you tell him how you feel as clearly and quietly as you can, and bring the issue out into the open.

Remember, though, that it's easy for a child to be confused - to feel you disapprove of him if you disapprove of something he has done. He needs your help to understand that, while you don't like his <u>behavior</u>, you still like <u>him</u>. It isn't always easy to make this distinction clear, but he will sense

it from the way you voice your disapproval - and from your willingness to drop the issue, once it has been met, and to pick up quickly your usual friendly give-and-take.

Nothing is more devastating to a child's sense of security than to feel that because he has behaved badly he is in danger of losing his parents' love. With your help, he comes to realize that your disapproval does not mean that he has lost your love forever. Rather it is your way of guiding him and grows out of the very real love you have for him.

Parent's Goals

What are your goals for your children?

What do you want to accomplish?

What qualities do you value and admire in others that you want to see in your own children?

What characteristics do you want to help your children develop as they grow up?

What kind of person do you want your child to be?

What are your goals as parents?

Adlerian Approach

The Adlerian Approach stresses democracy in the family and the use of the Golden Rule. "Do unto others as you would have others do unto you" is the basis of democracy in the family. It also implies the equality of individuals.

Children have a need to belong to the family group and will behave in order to feel accepted. Children also need affection, approval, and attention. If a child does not get favorable attention for desirable behaviors, he will settle for unfavorable attention because his greatest fear is to be ignored.

Within the family, the personality differences between brothers and sisters is more often the result of their competition than of heredity or environment. The Adlerian approach explains how the child's position in the family is of great importance in his personality.

Finally, the Adlerian approach uses natural and logical consequences as a discipline for the child, not the power of the parent. Encouragement of the child is also important along with parental action, not words in time of conflict.

Basic Adlerian Principles in Dealing With Children

Golden Rule: "Do unto others as you would have others do unto you." The basis of democracy, since it implies the equality of individuals.

A. Understand the Child

Mutual respect is the right of all people. No one should take advantage of another - child or adult.

B. Enrouragement

Implies faith and respect for the child as he is. Don't discourage the child by having too high standards or being over ambitious for him. A child needs encouragement as a plant needs sunshine and water. A child misbehaves only when he is discouraged and believes he cannot be successful by useful means.

C. Natural and Logical Consequences

Reward and punishment are out-dated. A child soon considers a reward his right and demands a reward for everything. Natural consequences use the reality of the situation, not personal power. Only in moments of real danger is it necessary to protect the child from natural consequences of his behavior.

Example:

If a child does not come to the table on time, his food is removed and he must wait until the next meal.

D. Action, Instead of Words

Use action, instead of words in times of conflict. Children tend to become "mother-deaf". Most children know what is expected of them. Talking should be restricted to friendly conversations, not as disciplinary means.

E. Withdrawal

It is not surrender. Most effective when the child demands undue attention. He gets satisfaction in being annoying if nobody pays attention. Often doing nothing effects wonderful results.

F. Four Goals of Child's Misbehavior

GOAL I. Attention Getting

"Attention getting is almost universal in our young children before school age; it (should) disappear gradually the first few years of school." (R. Dreikurs)

Active Constructive - Attention Getting

1. Impression of excellence with purpose of praise and recognition. (They are often the delight of their parents.)
2. Cute remarks.
3. Performing for attention
4. Stunts for attention
5. Being especially good, reliable, cooperative, industrious. (Maladjustment becomes apparent in situations where they cannot gain praise and recognition.)

Passive Constructive - Attention Getting

(This is usually not recognized as misbehavior.)

1. Excess pleasantness
2. Excess charm
3. The "model" child
4. Exaggerated conscientiousness
5. Bright sayings (The purpose is to gain attention; if behavior continues too long, the child does not wish to relinquish and may change to destructive methods.)

Active Destructive - Attention Getting

1. The show-off
2. The clown
3. Obtrusiveness
4. The walking question mark
5. The "enfant terrible"
6. Instability

Passive Destructive - Attention Getting

1. Bashfulness
2. Lack of ability
3. Instability
4. Lack of stamina
5. Lack of concentration
6. Fearfulness
7. Speech impediments
8. Untidiness
9. Self-indulgence
10. Frivolity
11. Anxiety
12. Eating difficulties
13. Other performance deficiencies

Note of caution: Any of these characteristics may appear in the child and not be attention getting devices. If it is attention getting, it will cease its action when reprimanded. If the action continues after reprimand, it may be considered a sympton of a stronger goal. In any event, the total situation of the child must be examined -- the interactions between various members of the family, particularly between parents and child. It may copy successful actions of siblings, but it is more likely to use an opposite approach.

GOAL II. Power

General Characteristics: The power struggle is similar to destructive attention getting, but is more intense and a reprimand intensifies the misbehavior. During a power struggle, no inter-relationship is too trivial to be used as an opportunity for challenge.

Active Destructive - Power

1. Argue
2. Contradict

3. Continue forbidden acts

4. Temper tantrums

5. Bad habits

6. Untruthfulness

7. Dawdling

Passive Destruction - Power

1. Laziness

2. Stubbornness

3. Disobedience

4. Forgetting

GOAL III. Revenge

General Characteristics: Child does things to hurt others; this may be for a limited time or in specific situations. It may be the regular approach depending upon the degree of hostility. Being disliked serves to attain a social position.

Active Destructive - Revenge

1. Vicious

2. Stealing

3. Bed-wetting

Passive Destructive - Revenge

1. Violent Passivity

GOAL IV. Displaying Inadequacy (Give-Up)

Passive Destructive (only form)

Assume real or imagined deficiency as a means to safeguard prestige (inferiority complex.) Prevents anything being demanded of them.

1. Indolence

2. Stupidity

3. "Inaptitude"

4. "Hopeless"

Significance and Use of Goal Recognition:

The child is not aware of the purposes of his actions (goals). Many children stop their questionable behavior when they are made aware of its purpose. It is easy to bring the purpose to his attention to make him aware of it.

When confronted with "could it be _____" the child smiles quickly or gets a twinkle in his eyes if the diagnosis of the goal is correct. If a wrong diagnosis is made, he may respond with a denial or a stare.

There are two exceptions, usually in older children: (1) the one who has such control over his facial expressions, he doesn't demonstrate any feelings, and (2) the one who covers by laughing constantly and finding everything funny.

Unless the social functions of the behavior and its goals are discovered, psychodynamics of the child and the social relationships remain obscure.

G. Family Council

It lets every family member have a chance to express himself/herself and take part in the responsibility of the family. It is a time to share, not for parents to 'preach', or impose their will. Emphasize: "What can WE do about the situation?"

Rules:

1. A definite day and time should be set for the council each week.

2. Everyone in the family can participate but no one must participate.

3. Everyone at the meeting has equal power. Each member gets one vote. All should be encouraged to express his ideas.

4. The chairmanship rotates. Decide on a selection procedure.

5. Order is to be maintained so everyone can speak freely and with the obligation to listen to others.

6. If no decision is decided upon, then everyone must do what he/she considers best.

7. The council is not a time for constant complaining. You should emphasize what we can do, rather than what any one member should do.

8. Don't be afraid of "wrong" decisions. Let the children try out these decisions and next meeting they will decide on a better solution.

9. Once a decision has been made, any alteration must wait for the next meeting.

10. The family council is the authority. No one member can make decisions for others. It is more important that children accept their responsibility than to have things going smoothly all the time.

11. Children at first will be fearful that this is a parental trick to make them behave. If this difficult period can be tolerated the effects are very beneficial.

from: Rudolf Dreikurs: The Challenge of Parenthood

Observing Children

You will be observing and reporting on the habits of some familiar humans, children and parents. This is for you alone. You will not have to show anyone your homework. It's to help you learn to better observe children and parents' ways of dealing with them.

First and Second Day of Observation - Observation of your friends who have children near the ages of yours. Don't tell them you are watching or it may change their behavior.

Things to Look For:

How do these parents act toward their children?
Is their attitude friendly, courteous, pleasant, as if they were enjoying them and approved of what they were doing?
Or is it critical, cross, impatient and nagging?
How many parents request their children to do something or stop doing something, and how many order them?
How many use bribes as incentives?
How many of them accompany their orders with threats?
How many believe corporal punishment is absolutely necessary and that spanking is good for a child?
How few let the child feel the results of a wrong action, the logical punishment that teaches him not to repeat it?
How many punish their children not in a way that might benefit the child, but as they think people expect them to?
How many try to make a very little child say "thank you" or speak to someone he doesn't know?
How many expect conduct beyond a child's years?
How many reprove a child for faults of which they are themselves guilty?
How many give constant orders so that the child becomes parent-deaf?
How many don't realize that respect is something earned not demanded?
How often do you see parents who show approval more often than they correct it?

Third and Fourth Days of Observation - Observation of your spouse (husband or wife) with your children.

Things to Look For:

Use the same check list as above to observe your spouse. Look at his (her) attitudes and reactions toward your children. This is an observation only, you are not to say anything.

Fifth and Sixth Day of Observation -(Observation of yourself) This will be the hardest so far. You are to observe your attitudes and reactions toward your children using the same check list above. You are not to try things differently, just act as normally as you can.

Seventh Day of Observation - This day will be a discussion of what you've observed with your spouse. This is a day to "talk things over".

Think earnestly about what you've observed in others, in each other, and in yourselves. See whether you are satisfied with the commonly practiced way of bringing up your children, or whether you feel that isn't exactly the right way to go about this important business. For it is the most important business with which any of us will ever be entrusted, since it will have such a profound and permanent influence on the little lives that are lent to use for a few formative years.

Taken from: 'Some Homework For Parents', F. H. Richardson, M.D.

ENCOURAGEMENT (natural consequences)	DISCOURAGEMENT (punishment and reward)
Satisfaction comes from work, learning and belonging-intrinsic motivation.	Satisfaction from rewards-extrinsic motivation
Natural order and finding place in social group	Force and fear
Influence	Control
Equality as human beings	Superior-inferior relationships
Mind your own behavior	Mind everyone's behavior
Keeping mouth shut--action if anything	Preaching, threats, and promises
Chatting--talking with children	Advising and telling <u>to</u> children
Recognition, frank opinion or reference to facts	Moralistic praise
Challenge, stimulation	Pressure, threat, coercion
Invite, offer choices	Command, boss
Participating as equal human beings	Sitting judgement
Concern with encouragement and discouragement	Concern with good and bad
People neither good or bad; useful if anything	People basically good or bad; mostly bad
Decide what work to get into and to get out of and experience the consequences. Learn to know the difference and to make decisions.	Do what you are told to do. If you don't you will be punished--if you do, you will be rewarded. Learn obedience.
Treat members of your family equally "Its up to you!" "You kids work it out!"	Sort them out--punish the bad and reward (or praise) the good. Have your favorites.
Cooperative atmosphere	Competitive atmosphere

Taken from: "Encouraging Children"
Cameron W. Meredith and Raymond Troyer
Southern Illinois University

ENCOURAGEMENT STRESSES. . . . . .

RECOGNITION OF EFFORT RATHER THAN ACCOMPLISHMENT

PLACING VALUE ON THE CHILD AS HE IS, NOT AS HE COULD BE

SHOWING APPRECIATION FOR CONTRIBUTIONS - INDICATING THE CHILD CAN BE USEFUL

FAITH IN THE CHILD AS A CAPABLE HUMAN BEING

WORDS THAT ENCOURAGE

- "Knowing you, I'm sure you'll do fine."
- "You're the kind who can make it."
- "You'll make it."
- "I have faith in you."
- "Thanks, that helped a lot."
- "I appreciate what you did."
- "You're doing better."
- "It looks like you really worked hard on that."
- "I like the way you handled that."
- "I like the way you tackle a problem."
- "I like the way you did that."
- "Look at the progress you've made."
- "I'm glad you enjoy learning."
- "You'll figure it out."
- "It looks like you enjoyed doing that."
- "I'm sure you'll do fine."
- "Thanks a lot, I really appreciate. . . . . "
- "I like your - smile, dress, shirt, etc..."
- "It looks like you really thought that out."
- "It looks like you did some thinking on that."
- "It looks like you did some planning on that."
- "That's a rough one, but I'm sure you'll work it out."
- To the group: "I really enjoyed today, thanks."

Taken from: "Encouragement: Key To Success With Children by G.D. McKay

Mutual Problem Solving Approach

Mutual problem solving is a method by which a parent and child can solve each of their conflicts by finding their own solutions acceptable to both. When both share a problem they must both resolve it. In this way both sides win.

This method has been used in business to negotiate contracts and settle disagreements. It is also applicable within the family and has a high probability of getting a workable solution to a conflict since the child is motivated to carry-out the solution.

This method eliminates the need for parental power, causes less fighting, and gets to the actual problem. Using this approach parents and children must listen to each other's feelings and needs, and then tell their own feelings and needs. Therefore it creates an atmosphere of sharing and communication in the family.

6 STEPS OF CONFLICT RESOLUTION

1. Define the problem

2. Generate many possible solutions

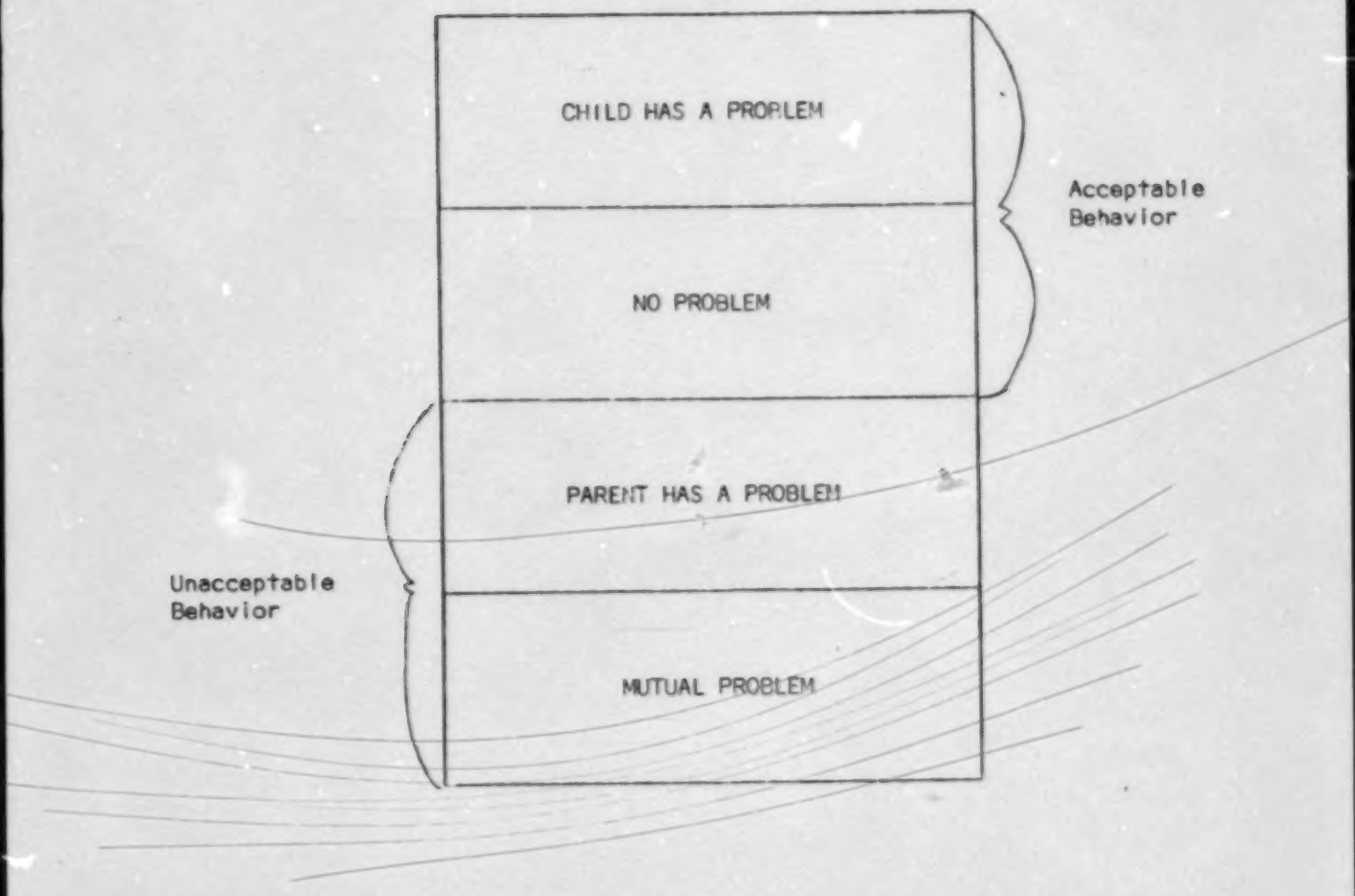
3. Evaluate and test the solutions

4. Decide on a mutually acceptable solution

5. Put the solution into action

6. Evaluate the solution

WHOSE PROBLEM IS IT?



Recommended Books

General Discipline

*Dobson, J., Hide or Seek, Old Tappen, New Jersey: Revell Company, 1974.

*Dodson, F., How To Father, Los Angeles: Nash Publishing, 1974.

*Ellis, A., How To Raise An Emotionally Healthy, Happy Child, Beverly Hills, California: Leighton Printing Company, 1966.

Parsons, T. W., Patterns of Parent Talk, Studio City, California: Prismatica International, 1974.

*Satir, V., Peoplemaking, Palo Alto, California: Science and Behavior Books, 1972.

Adlerian

*Dreikurs, R., Children: The Challenge, New York: Hawthorn Books, 1964.

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*Dreikurs, R., The Challenge of Parenthood, New York: Hawthorn Books, 1958.

*Dreikurs, R., and Caseel, P., Discipline Without Tears, New York: Hawthorn Books, 1972.

*Dreikurs, R., and Grey, L., A Parent's Guide to Child Discipline, New York: Hawthorn Books, 1970.

*Dreikurs, R., and Grey, L., Logical Consequences, New York: Hawthorn Books

*Dreikurs, R., Goldman, M., ABC's of Guiding the Child, Chicago, Illinois; Rudolf Dreikurs, Unit of Family Education Association, 1967.

*Dreikurs, R., Gould, S., and Corsini, R., Family Council, Chicago, Illinois: Henry Regnery Company, 1970

Grey, L., Discipline Without Tyranny, New York: Hawthorn Books

*Regney, K. B., and Corsini, R.J., The Family Council: Dreikurs Technique, Chicago, Illinois: Henry Regnery Company, 1974.

Mutual Problem Solving

Baruch, D., New Ways in Discipline, New York: McGraw-Hill, 1949.

*Ginott, H. G., Between Parent and Child, New York: Avon Publishers, 1969.

*Ginott, H. G., Between Parent and Teenager, New York: Avon Publishers, 1971

*Gordon, T., P.E.T. Parent Effectiveness Training, New York: Wyden Company, 1970.

*Available in PACE Office

APPENDIX

Behavior Modification Approach

Behavior Modification is a method of encouraging desirable behavior in children and eliminating undesirable behavior. It is based on a social learning approach. Childrens' behavior is learned through their experiences and if the behavior is reinforced it is maintained. This is done in a social group, such as the family, where children and their parents are continually changing each other.

There are basic principles that parents can use to teach their children desirable behaviors, and other principles to extinguish (get rid of) undesirable behaviors. These are called first, reinforcers (to strengthen a behavior) and secondly, extinguishers (to weaken a behavior). When using this approach, parents must first decide which behaviors are desirable and which are undesirable. Then they need to be objective, fair, and firm in their follow-through with rewards or punishments.

Details of Behavior Modification

A. Plotting Behavior

1) observing children - sheet following
2) behavior graphs

style 1 - sheet following
style 2 - sheet following

B. Reinforcing Behavior (to strengthen the behavior)

1) Kinds of reinforcers

Social - praise, attention, smile, "Thank you", kiss, physical contact

Tokens - money, chips, points, stars

Activity - running, games, eating

2) When to reinforce

"Grandma's Rule" - You do what I want you to do, before you get to do what you want to do. (First you work, then you play)

To teach a child to carry out his responsibilities, require the less preferred activity. (fun)

Immediately after a behavior you want to strengthen

3) How to reinforce

Make the reinforcer depend upon the desired performance, <u>If</u> child performs in desired way, <u>then</u> he gets the pay off.

C. Extinguishing Behavior (to weaken the behavior)

1) kinds of extinguishers: ignoring, punishment
2) when to punish:

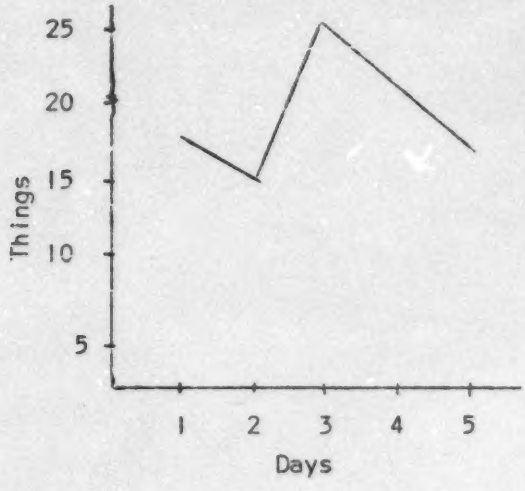
when the child has: 1) high rate of undesired behavior
2) question of safety
3) when using reinforcers is ineffective

How To Observe Your Child

Before you can change a child's behavior, you must observe it. Let's take a behavior that poses a problem for most parents, such as teaching a child to put away his clothes. The first step in observing your child is to decide what it is that you are going to look at. For a child that is untidy you might, for example, actually count the articles of clothing or toys that he leaves lying about the house. "Observing" and "counting" are about the same. With something as important as your child's behavior, the task of changing it deserves your careful consideration. Teaching you to actually count the behaviors will help to make you a more careful observer.

Before we can teach the "messy" child some new behaviors, we first count the things that he leaves lying about the house. At first just the parents will do the counting, but later they might also train the child to count his own behavior. It is best to select one time during the day and do your counting at that time. After dinner you might walk through the house and count the things lying about. When you finish counting, write down the number.

Let's suppose that on the first night you found 19 things lying around (shoes, socks, books, empty glass, coat, etc.) and on the second night 15, on the third night 25 and on the fourth 17. It will help if you put those numbers on a graph to give you a picture of what your child is doing. Later, when you are trying to change some of these behaviors, you will be able to see very quickly how things are changing. Here is a graph that has the data entered.



You should use one graph for each of the behaviors you wish to change. After you have counted the behaviors for several days, you are ready to plan a program to change the behaviors. You should also continue to count the behaviors during such a program. It is important at all stages of a program for changing "undesirable behaviors" that you actually count the behaviors.

Dr. O. Lindsley proposed an interesting consequence for the "messiness" problem. Each time an article of clothing is found lying about, it is placed in the "Saturday Box" (no matter to whom it belongs). The box is not opened until Saturday. This program uses mild punishment to weaken the undesirable behavior. You should remember to also provide positive reinforcers for desirable behaviors.

In graphing the behavior of your own child, you should write at the top of the graph a phrase indicating just what it is that you are counting. For example, a graph for a child with a bad temper might have a title such as "Number of Temper Tantrums." A child who is fighting too much with his brothers and sisters might have a graph titled "Number of Fights." We can also count the times a child does a thing that we are training him to do. Then the graph line should go up instead of down as time goes on. For a child who won't mind, we might count the number of times he cooperates and use a title for his graph such as "Number of Cooperations."

For some of the problems found in families, it is necessary not only to observe the child but the parents, too. For example, in some families the father seldom reinforces anyone. His wife and children can take time each to count the number or positive reinforcers the father gives. Or, the behavior to be changed might be the nagging, scolding behavior of a mother. The father and children in that family could count these each day. On the graphs provided for your use, the vertical line at the side is left blank. Each of the marks there can stand for any number that best suits the thing you are counting. For some of the behaviors you might count, each mark might stand for one act, while for other things it might stand for ten or even twenty. Do whatever is convenient for you.

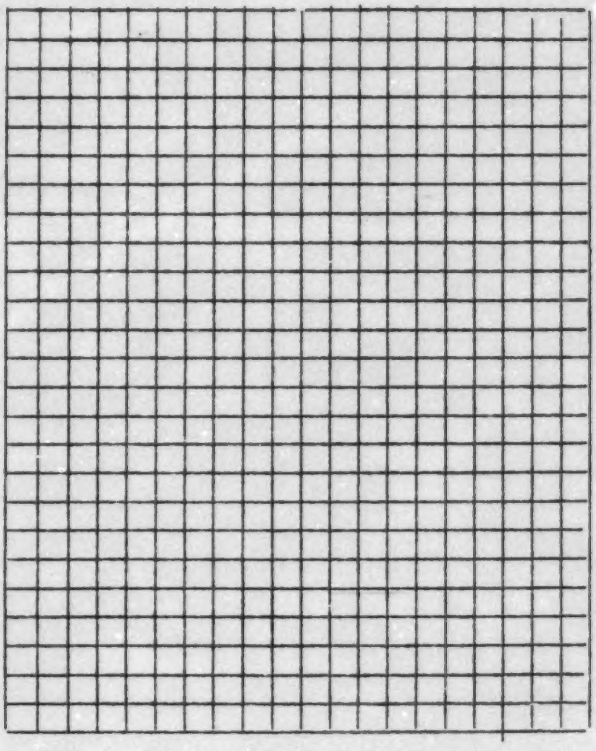
You should now begin the process of observing your child's behavior. Select on problem at a time. Count it. When you have selected the behavior to be counted, put appropriate labels on your graph and record the number you count each day. Each graph is an accurate picture of something that your child does. As you work on a program to change a problem behavior, the graph will also give you an accurate picture of how much the behavior has actually changed.

From: Living With Children by G. Patterson and M.E. Guillion

Style I

Behavior Graph

Daily Observations of _____ 's _____
name behavior



Days

DATE	POINTS	DATE	POINTS	DATE	POINTS

Style 2

TARGET BEHAVIOR _____

DAY	HOW OFTEN DID IT OCCUR TODAY?	COMMENTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Rules for Reinforcing

1. Reinforce immediately
2. Early in learning, reinforce every response.
   Later, reinforce some of the responses.
3. Reward improvement

Rules for Punishment

1. Effective Punishment is given immediately.
2. Effective Punishment relies on taking away reinforcers and provides a clear-cut method for earning them back.
3. Effective Punishment makes use of a warning signal, usually words.
4. Effective Punishment is carried out in a calm, matter-of-fact way.
5. Effective Punishment is given along with much reinforcement for behaviors incompatible with the punished behavior.
6. Effective Punishment is consistent. Reinforcement is not given for the punished behaviors.

DESIRABLE BEHAVIORS	pay off
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

S	M	T	W	T	F	S

UNDESIRABLE BEHAVIORS	fine
1.	
2.	
3.	
4.	
5.	

S	M	T	W	T	F	S

PRIVILEGES	cost
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

S	M	T	W	T	F	S

balance

Recommended Books

Behavior Modification

Alvord, J. R., Home Token Economy, Champaign, Illinois: Research Press, 1973.

Becker, W. C., Parents are Teachers, Champaign, Illinois: Research Press, 1971

Dobson, J., Dare To Discipline, London, England: Tyndale House, 1973.

Patterson, G. R., Families, Champaign, Illinois: Research Press, 1971.

Patterson, G. R. and Gullion, M. E., Living With Children, Champaign, Illinois.

Zifferblatt. S.M., Improving Study and Homework Behaviors, Champaign, Illinois: Research Press, 1970.

This article is taken from the December 20, 1970 issue of the St. Louis Post Dispatch.

Hyperactive Child A Problem For School, Parents, Doctors

Until something upset him, he appeared to be just another 7-year-old grade school pupil. Then he became uncontrollable, and his parents were called to take him home.

He was a classic case of the hyperactive child, explained Jean Jose, Director of the Gardenville Diagnostic and Adjustment Center, 6651 Gravois Av nue.

The center was established three years ago by the St. Louis school system for hyperactive and other children unable to learn in the regular school system.

Under medication, the boy attended classes at the center and began making progress. It is hoped that he will return to the school system in a short time.

Little is known about the causes of hyperactivity and less about how to treat it.

In the April issue of the magazine Scientific American, Dr. Mark A. Stewart, director of psychiatry at St. Louis Children's Hospital, wrote that a child with the hyperactive syndrome was "constantly in motion, cannot concentrate for more than a moment, acts and speaks impulsively, is impatient and easily upset."

Always In Trouble

He is constantly in trouble at home, and at school he rarely finishes his work and generally disrupts the class. However, the greatest danger of hyperactivity is to the child himself.

His rebellious behavior serves two functions, Stewart explained. It bolsters his self esteem by granting him stature as a troublemaker and is a protest against school.

He would rather be someplace where he is not reminded every day, by inevitable comparison with fellow students, that he is a failure, Stewart said.

In time the hyperactivity will lessen, but the self hate it engenders will continue unless the hyperactivity is arrested at an early age. The hyperactive child may grow into a poorly educated, antisocial person.

Amphetamines Used

Amphetamines have been used for about 15 years in St. Louis to help hyperactive children, Dr. Paul Painter, consulting psychiatrist to the St. Louis school system, said.

Amphetamines increase the child's control and make him calm and alert. Painter estimated that one child in every classroom would benefit from amphetamine treatment for hyperactivity.

Mention of drug use by school children usually gives parents the horrors. Concern about drug abuse is justified, Stewart said.

"But parents should realize that amphetamine treatment is carefully controlled. We are working with individual patients, not with whole classrooms. We are not interested in controlling children; we are just trying to help them develop the best they can."

Given by Parents

School authorities do not give the drug. Parents, after consulting with their doctor, administer it. The dosage is mild, the equivalent of about two cups of coffee spread out over a day," Painter said.

The amphetamine dose does not produce a pleasant or unpleasant reaction. Unlike the so-called hard drugs, amphetamine is not connected by the child to a particular effect. Parents are told to limit the drug to school days, and treatment terminates by the end of grade school or sooner, if possible.

Self control, which decreases the need for amphetamine treatment, can be developed in a variety of ways, parents are told. Sports, such as iceless hockey and swimming, afford a child a maximum of individual activity, require a minimum of group co-ordination and build self control and self esteem.

"Until the schools can do a better job of handling these kids," Stewart said, "we use the drug simply to help the kid get a decent start in school, to prevent that decline in self esteem."

Schools recognize different intelligence levels among children but are not always aware of other variations that affect children's ability to perform. An informal school would "offer a tremendous advance for hyperactive kids," Stewart said.

- end of newspaper reprint -

There is a bright spot. Around or during the sophomore year in high school (earlier or later for some individuals), the hyperactive child begins to outgrow his problem, and if there has been minimal personality damage, the youngster has an excellent chance of functioning as a relatively well-adjusted adult. All too often, however, by that time the child has developed poor pattern-habits of behavior because of the damaging effects to his self-esteem from the negative reactions of people around him. By that time he is usually convinced he is "bad" and is likely to continue his behavior. He may have a truancy record with school and perhaps some problems with the police. If parents can "hang on", get help and not give up, the hyperactive youngster may outgrow the difficulty and become a vibrant, energetic, high-spirited, likeable adult.

In summary, the parents and teachers should have these attitudes toward the hyperactive child: accepting and enjoying him for what he is, deciding on reasonable standards of behavior for him and applying those firmly praising good behavior more than punishing bad behavior.

Finally, remember that your own state of mind has a very important effect on your child's happiness. Many parents that come to psychiatrists for help with their children are themselves depressed. This seems natural because one is more likely to need help when depressed, and the problems of dealing with a difficult child are a great stress on parents. It is important that you let your doctor know how you are feeling as well as what is happening to your child. It may be that you will need some specific help at some point and your doctor can give you this.